

The Effectiveness of Televised Children Programs in the Linguistic Development of Kindergarten Children from Teachers' Viewpoints

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Abstract

This study aimed at investigating the effectiveness of televised children programs in the linguistic development of kindergarten children from the viewpoint of teachers. To achieve this, the researchers prepared the study instrument which is represented in a thirty – part questionnaire that was distributed to the study sample. The teachers' responses were statistically analyzed; the results of the analysis showed that (17) parts were available in a high degree representing a percentage of (56.7%), (11) parts were available in a moderate degree representing a percentage of (36.7%); and two parts were available in a low degree representing (6.6%). The parts that focused on listening skill gained the highest averages followed by those that focused on speaking, reading, and finally writing skills. The results of the three-way analysis of variance showed that there were differences due to the effect of specialization in favor of the Arabic language specialization; there also were differences due to the effect of experience in favor of (6 – 10) experience. There were no differences due to qualification.

Keywords: Televised Children Programs, Linguistic development.

Introduction

Childhood in its different stages, is considered one of the human life basics. Studying childhood and what relates to it might mean welfare and care emphasis; and it clearly indicates interest. People complete to prepare children well in order to establish the desired future generation (Hindi, 1998); child's growth cannot be complete unless his experiences diverse in multiple life colors (Rashid, 2007).

In recent times, the child starts learning language in the first days of childhood, but in fact he does not learn it in the familiar way; instead, he prepares himself to learn it since he tries to express himself in any possible way (Abu- Ma'al, 2000). Children, who constitute a large category in societies, are affected by what is presented in the media and communication (Mardan, 2005); these modern media focus on presenting information accompanied with pictures and sound effects that attract child's attention and awake his feelings so he becomes more receptive and understanding to what is presented to him; especially after the intervention of media in every house whether in city or country (Shdaifat, 2006; Gwen Dewar, 2009).

It can be said that some of the most important media and communication channels that influence children are: visual broadcasting such as television or video cassettes – especially children's programs – and audio or vocal broadcasting (radio and cassettes), and children's culture publications (children's stories and pictured books, riddle books, entertaining mental games, and children's encyclopedias and dictionaries (Mardan, 2005).

These channels can increase children's mental abilities, and they as their terminology indicates are ways that can be good if well guided, and bad if improperly used (Kurdi, 2004). Journalists find it difficult to deal with children in their media since this requires perception of their needs and each medium has a different role in affecting the child's life and the age period it addresses (Shdaifat, 2006).

Television (visual media) is considered one of the most important public and modern communication channels since it can transmit sound and image from all over the world to millions of people in their houses everywhere. This is done by satellites that broadcast sound and image across oceans and continents (Ilayyan and Al-Dibs, 2003).

There have been various studies that investigated the time that children spend in front of television and the type of programs they watch. In a study conducted in Jordan, the results showed that children spend between

3 – 3.30 hours in front of T.V daily, and also the studies showed that the Arab child spends about sixteen hour a week in watching cartoon programs (Al-Hamlawy, 2004).

The Effect of Television on Child's Growth and Behaviors

Negative Effects

Mental and Physical Side

The effect is represented in late sleeping and child's spending a lot of time in front of television which leads to negative influence on his health (Al-Khazraji and Bdair, 2007). Physicians and psychologists assure that spending a long time in front of T.V may threaten children's health and affect their visual and audio abilities, and also limits their motion (Abu- Isba', 2010). Abu- Ma'al (1991) referred to the notion that the child who spends long hours in front of T.V is exposed to losing some of his abilities of imagination and creativity.

Educational Side

Children may sit in front of T.V for long hours without monitoring and guidance; and this negatively affect their learning achievements. Moreover, nobody can deny the bad effects of crime and violence movies on the personality of the child and preparing him to crime, (Al- Khazraji and Bdair, 2007).

Social Side

Children's spending long hours in front of T.V affects their social life and family relations, and this causes a decrease in the child's opportunity to gain knowledge and information from family and friends; it also prevents him from playing with his peers (Bdair and Al- Khazraji, 1990). T.V may also develop passivity in children which may sometimes continue until the period of adulthood (Al- Hindi, 1998). Television also limits the child's playing and motion but it may program educational and cultural games in addition to musical, artistic, and manual activities of a great benefit (Abu- Ma'al, 1990).

Psychological Side

Television programs play a great role in the psychological side. Experts emphasize the role of television in creating criminal children and adolescents because of their imitation of what they watch of crime and violence movies (Al- Omari, 1996).

Positive Effects

Children's televised programs are considered a major and important source of the teaching process whether inside or outside kindergarten since these programs effectively affect children's experience formation.

Children televised programs are considered one of the elements in the social growth of the child in the recent times. They might be the most effective and directing ones since they contribute in developing concepts, tendencies, values and behaviors of these children. They also contribute in the formation of the educational message for children through transferring sound, image and motion which helps in developing the abilities of children as much as possible (Fahmi, 2007).

This relation depends on the two most important senses (hearing, sight) which are considered the major channels in gaining information. At the age of three, the child – reaches the stage of choosing his favorite program that depends on imagination, quick motion, and cartoon attraction. At the age of (3-6), the child starts connecting to T.V programs and watching them regularly after being a casual viewer of such programs at the age of two (Mohammad, 1990; Al-Halawani, 2001) who are referred to in Al- Shdaifat (2007).

Children's televised programs contribute in forming the environmental and life experiences of the child; thus they are introduced in the form of activities, games, and competitions that are suitable for the mental abilities of the child by using the senses of hearing and sight which permits taking into consideration the individual differences between children. These programs also contribute in developing the child's linguistic skills and culture and guiding his social manners. They also attract the children's attention of personalities that they love and are attracted to (Fahmi, 2007).

Televised guiding programs cannot be effective unless they take into consideration the characteristics of children's growth with its different dimensions especially the mental, linguistic, aesthetic, social, and skills ones. Various televised programs strengthen the child's linguistic development especially the standard one and they also enrich his vocabulary repertoire and the different styles to express these vocabulary; moreover, they support the proper speech habits (Mardan, 2005).

The Role of Children's Televised Programs in the Linguistic Growth

The television set is considered an enchanting set for children because of the exciting cartoon programs and moving dumps; in addition to moving pictures, funny and entertaining series episodes, active sports, entertaining children theatres, useful historical stories, interesting musical tunes, international scientific films, and animals and birds... and so on and so forth. This attracts the children's attention which leads to completing their personalities especially their linguistic growth, personal activities, precise skills, creative initiatives, love for more knowledge of information, experiences , linguistic concepts and achievements. Mardan (2005) believes that the contributions of television in enhancing the child's linguistic development are represented in offering the correct way and the proper models for children which help them to hear well, effectively imitate the right

language, and enrich their standard language vocabulary and writings that accompany these programs. The programs that are specialized in writing and letters help children to distinguish letters, understand how to write these letters, and distinguish their pronunciations and relations to each other. This leads to affirming drawing these letters, shapes, and pronunciation correctly. Television helps children to use standard simple Arabic language that fits the children's level that is understood by all children in the Arab world which makes it easy to exchange these programs within the Arab countries, generalizing Arabic language, and increasing children's experiences with it.

Al – Nashif (2007) referred to the contribution of television in the linguistic growth through providing children with concrete experiences alternative to practical life experiences that are considered the basics of meaning and language use. It also encourages children to practice language through repetition of what they hear, responding to displayed programs' items, showing situations in which certain words and expressions are used, and acknowledging them with simple story songs that are derived from their environment. Gradation of developing the child's ability of representing language at the level of signs then symbols, helping children to distinguish different shapes such as circles, curves, and lines as a step to distinguish language, helping them to distinguish alphabets and words by using cards, shapes, and moving letters or starting to practice skills that are preparatory for the process of reading and writing are all contributions of television in children's linguistic growth.

The criteria that should be taken into consideration when planning for children televised programs are represented in the notion that these programs should have entertaining, full of suspense contents and easy activities that children can practice. Moreover, they should be realistic and related to the children's daily lives; they also should be various in presenting different activities and reviewed stories.

These programs should also achieve a complete personality development of the child in its different aspects whether educational, skill developing, or emotional. They should modify the child's behaviors towards the best and care about his tendencies and interests since children are curious to discover what is going around them whether events or phenomena.

Language Definition

Language is considered a human phenomenon with a social aspect confined to human beings only. It represents a system which consists of a set of pronounced and unpronounced symbols that enable individuals to communicate with others and express their thoughts, opinions, and tendencies. It forms the base for human culture because it is the means that people contact through across generations (Al- Zughul, 2009). Language plays a great role in knowledge growth because it provides symbols and rules and it helps in thinking, problem solving, and creativity (Al- Bili; Gassim; and Al- Smadi, 1997).

It is difficult to discuss linguistic development without relating it to knowledge growth since whenever the child's language grows, his mental abilities develop because language is the major instrument in information and ideas growth of individuals and their concepts and ability to express and develop it.

Vygotsky referred to this fact in his book (*Thought and Language*) when he cited a number of experiences that support the notion that says: when the child learns new words, he learns new concepts; and each time the child uses the word, he gains new meanings and forms ideas about things with numerous experiences which affirms the concept and widen its features, (Al- Nashif, 2007).

Language is considered a creative and renewal process in which the learner can create an unlimited number of utterances, sentences, and expressions that enrich their abilities to organize their potentials, solve their problems, and collect information to create original ways in translating their worlds. Thus, we can say that the linguistic growth is a process of acquiring and developing speech, and the ability to generate vocabulary, construct linguistic structures, and perceive meanings, (Al- Zughol, 2009).

Stages of Linguistic Growth

There are two major stages: The first one covers almost the first year and includes some linguistic behaviors such as a few utterances which is blur such as crying babbling and cooing; there is no true language. The second one is called the linguistic stage which is featured by less blur utterances and more vocabulary (Alawneh, 2004).

Factors that Affect Linguistic Growth

There are several factors that affect the linguistic growth that are represented in individual ones such as: intelligence and sex (Kanaan, 2005); and environmental factors such as the family social and economic level, and the kind of experiences that the child is exposed to such as: travelling and events that enlarge the child's experience. Moreover, there are the type of the family life, the interaction between the child and his parents, the age of the surrounding persons (Karam AD- Dean, 1990), the media and the learning process (Al- Rousan, 2000).

There are a lot of factors that affect the linguistic repertoire which refers to the number of the words that the child acquires and uses in the process of communication with others (Al- Reemawi, 1998). Regardless of attending kindergarten, mental development of children start between 2- 6 years (Mirhij, 2001) in which we notice a rapid growth in lexicon (Iraifij, 2003).

Linguistic Awareness

It is the ability to think using language consciously. It includes thinking of language, commenting on its sounds, organizing its written and pronounced words, and selecting suitable vocabulary in certain contexts. Linguistic awareness appears at the age of six although there is some evidence on developing initial levels of linguistic awareness in the preschool stage (Alawneh, 2004) since the differences between children's linguistic awareness affect their performances, which means that linguistic awareness development might be the real seed for linguistic growth.

The Linguistic Skills

The degree of the child's mastery of the basic language skills and the manner of acquiring these skills are based on the child's own ability to learn language, his linguistic environment richness, and the motifs that he receives at home, kindergarten, and school. Language develops at the first years gradually to build the recognized linguistic construction according to basic skills; this construction is growing and renewing continuously until the human being owns great writing, reading, and speaking abilities. Most linguistic researchers have asserted that language consists of four basic skills: listening, speaking, reading, and writing, (Bani yaseen, 2010).

Empirical studies

There are six studies that were available for the researchers ordered chronologically from the oldest to the most recent, followed by some concluding remarks to make benefit of them and present the significance of the present study.

Fahmi (2007) conducted a study that aimed at evaluating the children's programs at the Egyptian television. He selected a sample of (400) children of (8 – 12) years. The findings showed that 98% of the sample subjects watch television, and that children's programs ranked first with a percentage of 91% including the favorite programs: cartoons, stories, and movies. The study also showed that 89% of the sample subjects emphasized the usefulness and benefit of such programs since they teach them to respect parents, love school and honesty, modify behaviors for the best, develop intelligence, and provide information.

Al- Shdaifat (2006) investigated the role of cartoon programs in achieving the educational objectives in the basic third grade from a teacher point of view. The study aimed at defining the major educational goals included in the cartoon programs broadcasted by the Jordanian television and the role of these programs in including the educational goals of the third grade from a teacher point of view. To achieve this, the researcher revised the general aspects of the basic third grade to define a list of educational objectives that are expected to be included in the cartoon program.

The study results showed that the cartoon programs broadcasted by the Jordanian television on the first channel include a high percentage of the educational objectives (85%) that are expected to be achieved by the student; most of these were emotional and knowledge- related.

Al- Omari (1996) investigated the degree of the educational effect of the Jordanian television children programs on the children's behaviors from an Islamic point of view. The researcher designed an (82) item questionnaire with six dimensions: knowledge, emotional health, physical, social, and religions. He distributed it to the study sample which consists of (100) male and female teachers. The results showed that there is a moderate effect of the children's televised programs on their behaviors; this effect was almost positive in the female teachers' responses.

Tidhar (1996) conducted a study that investigated the role of television in developing the preschool children's skills. The researcher presented a group of televised programs for the target population that aims at teaching children the skills of reading and writing. The results showed that the use of the teacher as a mediator in the teaching process increases the effectiveness of these televised programs presented for children, and they increase their capacity of perception, understanding, and acquisition of skills in an enthusiastic manner.

Clifford (1995) investigated the degree of the child's understanding ability of the television programs. The sample included information programs and scientific series episodes; whereas in the entertainment programs, a sample of skills such as deconstructing, constructing, and classification was selected. The results showed that both types of programs have the same characteristics with a difference in content of each type. These programs have a strong positive effect on the simple information comprehension for the preschool child, and positive results in preschool child's acquisition of the skills of deconstructing, constructing, and reading.

Mansour (1990) evaluated the influence of watching the television series episodes (sesame street) on developing mathematical and linguistic knowledge, and general information of preschool children. The sample consisted of (100) male and female children who were randomly selected from a kindergarten in Zarqa city. The sample was divided into two groups: control and experimental; the experimental group children watch the selected series episodes (15) and the control group children watched cartoon movies. The results showed that the (sesame street) program is an effective educational program that benefited different age groups that have watched it, and it achieved most of its objectives and goals in developing linguistic knowledge, mathematical, and general information. It also succeeded in teaching children simple skills in labeling letters, numbers, and shapes. It also taught children skills that require complicated knowledge processes such as classification and comprehension,

which encourages producing other similar televised programs directed to different age groups with various objectives.

Concluding remarks

The present study relates to the previous ones in its attempt to reveal the effectiveness of children televised programs. This study is considered a complement and an increase to the previous ones from which it derives its preliminary idea and instruments which are modified and developed to fit the present study. Fahmi's study (2007) asserted that children programs ranked first in terms of watching; whereas Al-Shdaifat's one (2006) showed that the cartoon programs broadcasted by the first channel in the Jordanian television contained a high percentage of the educational goals. Al – Omari study's (1996) results showed that there was a moderate effect of children's televised programs on their behaviors. Tidhar's study (1996) revealed the positive role of television in improving the preschool children's skills; in addition to emphasizing the teacher's role in using the educational television.

Clifford study's (1995) results showed that there was a positive effect of the children's televised programs in the acquisition of some preschool skills such as constructing, deconstructing, and reading. Mansour's study (1990) showed that the "sesame street" program was an effective educational one that benefited different ages and achieved most of its goals in developing linguistic mathematical, and general information.

The present study shares Fahmi's, Shdaifat's, Al- Omari's, Tidhar's, and Clifford's studies the attempt to reveal the effectiveness of the televised programs in early childhood. However, Mansour's study emphasized the effectiveness of these programs in different age stages.

Problem and Significance of the Study

Television is considered the media tool that controls most societies since it represents the major social power. It is capable of transmitting image and sound to millions of people all around the world. Television is considered one of the most modern and dangerous tools since it attracts both children and adults. They spend many hours in front of this set and most of them prefer it to reading and radio; this is due to the fact that it presents different audio visual models. Children tend to believe visions more than utterances since these visions are less abstract.

The importance of pre-school and basic – stage use of television emerges for two reasons: the first is that children in this stage haven't learned reading, written words, and writing pronounced language yet. The second one is that pictures are used to transfer information effectively in a suspense manner; it has a lot of functions such as helping children to communicate with their environment and the surrounding world, and making them close to their reality; also using pictures and visual aids with the written material is better than using the written material only (Shdaifat, 2006). Although some educational studies' results showed that there were negative effects of watching T.V, there might be a positive effect in children's thinking, knowing his language better; many programs especially the educational ones teach them sounds' places of articulation and their proper pronunciation (Abu- Ma'alj, 1990). Some educationalists believe that television is one of the factors that delays language learning and uttering disorder in the early stage of the child's life (Abu- Isba'a, 2010; Al-Khazraji and Badir, 2007).

Television does not contribute in language development because the required dialogue between the child and the television is not available; this negative side changes into an effecting passivity. This raised the need for conducting this study. Despite the many studies in the field of child and television, we find that there is a scarcity in focus on the linguistic development, especially in the pre- school children.

The Study Certainties

1. The effectiveness of televised children programs on children's complementary growth.
2. Defining the negative sides of the television programs helps us in protecting our children from their harm.
3. Defining the family's role in monitoring the programs that the children watch, this contributes in their development and growth.

The Goal and Questions of the Study

This study aimed at defining the effectiveness of children's televised programs that are broadcasted by the Jordanian television on the linguistic development of the kindergarten children. In light of this, these questions were raised:

1. What is the evaluation of the teachers in the study sample of the role of children's programs in the Jordanian television in the linguistic development of the kindergarten children?
2. Are there any statistical differences at the level ($\alpha = 0.05$) in the responses of the sample subjects on the measuring instrument due to experience, specialization, and qualification?

Limitations of the Study

This study was conducted within the following limitations:

1. The sample of the study was confined to the Arabic language and class- teacher teachers in Al- Kora directorate.
2. The sample number was (100) teachers who were selected purposefully.

Methods and Procedures

Study Community

The study community consisted of the Arabic language and class- teacher teachers in Irbid directorate. The sample consisted of (50) teachers- class teacher, (25) of them are bachelor holders and (25) teachers are diploma and master degree in teaching methodology holders; (50) Arabic language teachers; (25) of them are bachelor holders and (25) are diploma and master in teaching methodology holders. Purposefully, (50) teachers from the sample were selected with an experience of (1 – 5) years, and (50) teachers with experience of (5 – 10) years.

Operational Definitions

1. Televised children programs: children programs broadcasted by the Jordanian television from January, 2013 to June 2013.
2. Teachers: class- teacher and Arabic language teachers (from parents).
3. Linguistic development: the quantitative and the qualitative changes that occur to the children's language (those represented in the questionnaire items).

Procedures

- A careful revision of the educational literature and studies that are related to the study subject.
- The researchers prepared the study instrument through the following steps:
- Constructing the questionnaire items in its initial form and it concluded (55) items.
- The researchers showed the instrument to a number of experts from the professors in the Jordanian university to revise it.
- The researchers modified the instrument according to the suggested recommendations (addition, deletion, modification).
- The researchers verified the procedures of external and internal validity, then they presented it in its final form.
- Distributing the questionnaire to the aimed category.
- Conducting the statistical treatment.

Results of the Study

The study aimed at investigating the role of children's programs that are broadcasted by the Jordanian television in developing the linguistic development of kindergarten children, this was achieved by answering the following study questions:

First: the results that are related to the first question of the study which says: what is the evaluation of the study sample teachers of the role of the children's programs broadcasted by the Jordanian television in developing the linguistic growth of the kindergarten children?

Means and standard deviations of the teachers' evaluation of the programs' role in developing kindergarten children's linguistic growth were estimated as showed in table (1).

Table 1

No.	Item	Rank	Mean	Standard deviation
5.	The programs contribute in developing your child's listening skill.	1	3.88	1.157
12	Your child can identify the general idea what is heard in these programs.	2	3.67	1.092
14	Your child can immediately remember what he has watched.	3	3.59	.986
29	The programs contribute in developing the positive listening habits (attention and careful listening).	4	3.59	.996
6	Your child is attentive to the new words he hears in these programs.	5	3.58	1.027
25	The programs contribute in increasing your child's ability of oral expression of feelings and thoughts.	6	3.54	1.039

10	Your child describes what he watches in these programs.	7	3.50	.959
8	Your child can repeat the words that he hears in these programs.	8	3.49	1.049
22	Your child can narrate what he has watched in these programs.	9	3.48	1.123
3	The programs help your child to pronounce the words correctly.	10	3.44	.998
2	The programs help your child to recognize similar words in articulation.	11	3.41	1.083
15	Your child can judge what he watches.	12	3.39	1.100
19	The programs contribute in developing the linguistic concepts.	13	3.35	1.290
1	The televised programs contribute in increasing the child's vocabulary.	14	3.33	1.016
26	The programs contribute in developing your child's thinking.	15	3.33	1.045
23	The programs contribute in increasing your child's tendency for reading stories and books.	16	3.32	1.053
30	The programs contribute in the linguistic interaction of the child with the surrounding environment.	17	3.31	1.098
24	The programs help in using the standard variation of the language (Fos-ha).	18	3.29	1.122
21	Your child can linguistically imitate the characters that he watches in these programs.	19	3.27	1.100
4	The programs help your child to define the meanings of the words used in these programs.	20	3.22	1.106
16	Your child can distinguish facts from opinions in what he watches in these programs.	21	3.19	1.070
18	The programs contribute in developing silent and loud reading of your child.	22	3.16	1.061
7	The child is aware of what is printed in these programs.	23	3.12	1.066

11	The programs help your child to define the meanings of synonyms.	24	3.11	1.127
28	The programs contribute in developing your child's writing skill.	25	3.09	1.264
9	The programs contribute in developing the child's ability to copy the alphabets according to their correct direction.	26	3.06	1.108
27	The programs contribute in developing the child's ability to match pictures with words.	27	3.04	1.100
17	The programs increase your child's ability to distinguish the alphabets.	28	3.00	1.189
20	The programs take into consideration the children's individual differences (aptitudes, cultural and social environment).	29	2.97	1.150
13	Your child can define the sentence type that he hears in these programs.	30	2.52	1.337
The instrument as a whole			3.31	.548

Table (1) shows that the questionnaire items were classified according to the means into three levels:

- High for the items ranked between (1 – 17) with means ranging between (3.31- 3.88) representing a percentage of (56.7%) and standard deviations ranging between (1.157- 1.098) and the item that states that “the programs contribute in developing the children’s listening skill” ranked first with a mean of (3.88), and the item that states that “the programs contribute in the linguistic interaction of the child with the surrounding environment” ranked last with an average of (3.31).
- Moderate for the items between (!8 – 28) with means ranging between (3.00 – 3.29) representing a percentage of (36.7%) and standard deviations ranging between (1.122- 1.189), and the item that states that: “the programs help your child to use the standard variation of the language (Fus-ha)” ranked first with an average of (3.29) and the item that states that: “the programs help your child to distinguish the alphabets” ranked last with an average of (3.00).
- Low for the items between (29- 30) with mans ranging between (3.31- 3.88) representing a percentage of (6.6%) and standard deviations ranging between (1.150- 1.337), and the item that states that: “the programs take into consideration the children’s individual differences” ranked first with an average of (2.97) and the item that states that: “your child define the sentence type that he hears in these

programs" ranked last with a mean of (2.52).

Second: the results that are related to the second question of the study which says: are there any statistical differences at the level ($\alpha \leq 0.05$) in the sample subjects' responses on the measurement instrument due to experience, specialization, and qualification?

Means and standard deviation of the total degree were estimated according to table (2).

Table 2
Instruments as a whole specialization qualification experience

Number	Standard	Mean	Specialization
50	.463	3.47	Arabic language
50	.585	3.15	Class teacher
100	.548	3.31	Total
Number	Standard	Mean	Specialization
50	.577	3.37	Bachelor
50	.517	3.25	Graduate studies
100	.548	3.31	Total
Number	Standard	Mean	Specialization
50	.541	3.17	1 – 5
50	.528	3.44	6 – 10
100	.548	3.31	Total

Table (2) shows differences between the means of the subjects' responses, in the study sample, on the measurement instrument for the different study variables: experience, qualification, and specialization to verify these differences, three – way analysis of variance (three – way ANOVA) was estimated as illustrated in table (3).

Table 3

Source of variance	S.S	d.f	S.M	f	sig.
Specialization	1.940	1	1.940	7.247	.008
Qualification	.339	1	.339	1.267	.263
Experience	1.172	1	1.172	4.378	.039
Error	25.698	96	.268		
Total	29.780	99			

Table (3) shows the following:

- There are statistically significant differences at the level ($\alpha \leq 0.05$) due to the effect of specialization in favor of Arabic language specialization in which $f = 7.247$ with a significance = .008.
- There are no statistically significant differences at the level ($\alpha \leq 0.05$) due to qualification in which $f = 1.267$ and a significance = .263.
- There are statistically significant differences at the level ($\alpha \leq 0.05$) due to the effect of experience in favor of (6 – 30) experience with $f = 4.378$ and a significance of .039.

Discussion of Results

Results were discussed according to a style that represents the most important findings that relate to the study questions and presenting the interpretations and supporting them relying on the theoretical literature and the studies that are related to the topic of the study; moreover, presenting the most evident congruence and difference with these studies. Also this section included presenting the final suggestions and recommendations that relate to the study.

First: Discussion of the Results of the First Question

What is the evaluation of the teachers sample subjects, for the role of the children televised programs that are broadcasted by the Jordanian television in developing the linguistic growth of the kindergarten children?

The results of the analysis showed that (17) items were available in a high degree representing a percentage of (56.7%) and there are (11) items that were available in a moderate degree representing a percentage of (36.7%) also there were two items that were available in a low degree representing a percentage of (6.6%).

The study results were congruent with Al- Shorbaji's study (1998) in terms of the availability of a large sum of educational objectives in the televised programs presented to children; the study results also agree with those of Booth's (1997) in terms of the availability of a large quantity of related information.

The study results were not congruent with the study results of Hassanein (1996) which showed that the children televised programs were ineffective.

Through investigating the table (Table 1), it is noticed that the first five items gained the highest means and they concentrated on the listening skills, whereas the following seven items focused on the speaking skills since children practice listening, speaking, reading then writing. Thus, there were enough items that assert the effectiveness of the televised programs in developing the skills of reading in a moderate degree; this disagrees with Shdaifat's study (2006) whose results showed that the effectiveness of the televised programs in developing children's reading skills was very little. There were a lot of items that emphasize the effectiveness of the children's televised programs on their writing skills development in a moderate degree since the target population is preschool children, and this is what Bani Yaseen (2009) emphasizes. He also asserts the importance of the gradual teaching of language skills.

These results are congruent with the study's results of (shdiafat, 2006; Rashid, 2002; Al- Shorbaji, 1998) in terms of the programs' not taking individual differences in consideration and specifying certain times and programs for certain age stages. Mardan (2005) believes that children televised programs are ineffective unless they take into account the different growth features and characteristics of children; and this may interpret that the item that says: "your child can define the type of the sentence that he hears in these programs" gained the lowest mean since it is difficult to achieve this goal in this stage. This agrees with Al- Nashif (2007) who asserts the necessity of gradation in developing the child's ability to represent language at the level of sign then symbol, and helping him to distinguish the different shapes such as circles, curves and lines as a step toward distinguishing the written language, and helping him to distinguish alphabets and words by using cards, shapes, and moving letters or starting to practice the skills that prepare for the processes of reading and writing. Al-Zarrad (1990) emphasized the importance of deciding on educational objectives (emotional, knowledge, skills) for children televised programs that suit the child's age, the time for broadcasting programs and organizing their content, and preparing the child mentally to accept these programs.

Second: Discussion of the Second Question

Are there any statistically significant differences at the level ($\alpha \leq 0.05$) in the responses of sample subjects on the measurement instrument due to experience, specialization, and qualification?

The results of the three – way analysis of variance (three – way ANOVA), according to Table (3) showed differences due to the effect of specialization in favor of Arabic language, and there were no differences due to qualification. The study results were congruent with the results of Shdaifat's study (2006) in terms of the lack of no differences due to qualification. Also, the results of the study showed that there are statistically significant differences at the level ($\alpha \leq 0.05$) due to the effect of experience in favor of 6-10 experience; this result disagrees with Sweileh's study (2006) which showed that there were statistically significant differences due to the variable of years of experience in favor of those with shorter experience (1- 5). This difference might be explained that there is an increase in experience because of the courses that offer theoretical information and practical workshops that may contribute in making a change in the teachers' attitudes towards the curriculum in its wide concept- which includes the television – from one side, and the emphasis of these courses on the strategies that remedy language skills: listening, speaking, reading, and writing, whereas new teachers emphasize language systems: syntactic, morphological, phonological, and also language levels: metaphoric, lexical, and semantic.

The difference that is due to the specialization in favor of Arabic language might be caused by pre-service period which is represented in the difference between the two plans: Arabic language plan and class teacher plan; the difference may affect the teachers' abilities and attitudes toward the effectiveness of the different programs in the linguistic growth; this agrees with the studies of Khdair, Khawaldeh, Magableh, and Bani Yaseen (2012).

Recommendations

- 1.The necessity of parents' criticism of the programs that children watch, clarifying some words, and guiding them to watch useful programs.
- 2.The necessity of taking some issues into consideration when designing televised children programs such as presenting information in an integrated and complementary style which makes it easier for the child to comprehend it.
 - Increasing the time allotted for children programs.
 - Using familiar words and short sentences.
 - Presenting special programs for each age and taking into consideration the suitable time for each stage.
- 3.Conducting more studies to verify the effectiveness of televised children programs.
- 4.Shedding light on televised children programs during university teaching in the related majors.
- 5.Establishing a special department for children forming a group of experts and representatives to offer effective programs that they evaluate and develop.

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